



Arizona Charter Schools Program

2015-17 CSP Evaluator Rubric & Graphic Organizer

Important Note: This document is not the application itself. It is both the rubric for reviewers to score the application and the guide for applicants to submit necessary components. The application is available from the AZ CSP office.

School Name:

Grading Explanation: **F** - Falls below the expectation - 1 point
A - Approaches the Expectation - 2-point
M - Meets the expectation - 3-point
E - Exceeds the expectation - 4-point

A. Preliminary – Total extra points possible: 10

Element	Preference Points	Comments/Notes - Optional
School serves grades 9 ~ 12	N/A or 2 Points	
50% of the student population is qualified for Free & Reduced Lunch; <u>OR</u>	N/A or 3 Points	
75% of the student population is qualified for Free & Reduced Lunch	N/A or 8 Points	
	Points earned:	/10

B. Executive Summary – Total points possible: 20

Element 1 & 2 – Non scoring section – To be reviewed and evaluated by CSP Office	
1. Clear and concise mission statement	<i>Non Scoring - Must be filled out for a complete application.</i>
2. Describe the background of the founders/leaders and their roles to be in the school to support the successful planning and implementations of the school	<i>Non Scoring - Must be filled out for a complete application.</i>

<p>Element 3</p> <p>Define the community the charter school will serve and provide the supporting data on how the mission addresses the needs of the defined community</p>	<p>Rating Description</p>
<p>a) What are the distinctive features of the charter school?</p>	<p>1) F - The school has not provided evidence that defined the community.</p> <p>2) A - The school has provided little evidence of area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community.</p> <p>3) M - The school has provided sufficient evidence of area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community.</p> <p>4) E - The school has provided evidence based on extensive research such as area demographics, Free and Reduced lunch data, crimes stats, health data that defined the community.</p>
<p>Evidence:</p>	
<p>b) What are the needs of the community? What is the supporting data?</p>	<p>1) F - The school has not provided evidence that defined the needs of the community.</p> <p>2) A - The school has provided little evidence such as school academic data that defined the needs of the community.</p> <p>3) M - The school has provided sufficient evidence such as school academic data that defined the needs of the community.</p> <p>4) E - The school has provided evidence based on extensive research such as school academic data that defines the needs of the community.</p>
<p>Evidence:</p>	
<p>c) What are the major challenges the charter school would face? What is the plan to address those challenges?</p>	<p>1) F - The school has not provided evidence that defines its challenges and their plan to address their challenges.</p> <p>2) A - The school has provided little evidence such as attendance, transportation, before and after school needs, parent participation, special education data that defines its challenges and their plan to address their challenges.</p>

	<p>3) M - The school has provided sufficient evidence such as attendance, transportation, before and after school needs, parent participation, special education data that defines its challenges and their plan to address their challenges.</p> <p>4) E - The school has provided evidence based on extensive research such as attendance, transportation, before and after school needs, parent participation, special education data that defines its challenges and their plan to address their challenges. The school has identified and developed relationships/partnership with area community and neighborhood groups or associations.</p>
Evidence:	

Section B	F – 1	A – 2	M – 3	E – 4
a)				
b)				
c)				
			Points earned:	/20

C. Governance – Total points possible: 30

Element:	Rating Description
1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.	<p>1) F - The governing body has not developed an organizational structure.</p> <p>2) A - The governing body has developed an organizational structure but it is poorly defined and lacks clarity.</p> <p>3) M - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions in accordance with defined roles and responsibilities of the governing body.</p> <p>4) E - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions in accordance with defined roles and responsibilities of the governing body. The succession plan and organizational structure are consistent within the organization.</p>

Evidence:	
2. Describe how the governing authority will create and monitor the strategic plan.	<p>1) F - The governing body has not developed a strategic plan.</p> <p>2) A - The governing body has developed a strategic plan but it is poorly defined and lacks clarity. The monitoring mechanism is inadequate.</p> <p>3) M - The governing body has developed a strategic plan which is well defined with clear outcomes. The monitoring mechanism is adequate.</p> <p>4) E - The governing body has developed a sustainable strategic plan to provide directions, assistance, and resources to align, support, and enhance all parts of the system to improve student success. The monitoring mechanism consists of multiple metrics to measure the progress of the strategic plan.</p>
Evidence:	
3. What is the process in place or will be in place to allocate human, material, and fiscal resources for systemic and sustainable implementation of educational programs which enable all students to achieve?	<p>1) F - The governing body has not developed or is at the beginning stage of developing a system to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning.</p> <p>2) A - The governing body has developed a preliminary system to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning but lacks sustainability.</p> <p>3) M - The governing body has developed a sustainable system to provide adequate human, material, and fiscal resource to implement educational programs that enable all students to achieve expectations for their learning.</p> <p>4) E - The governing body has developed a sustainable system to provide adequate human, material, and fiscal resource to implement educational programs that enable all</p>

	students to achieve expectations for their learning. The system is a formalized and systematic process to determine and provide sufficient resources to support school's purpose, educational programs, and continuous improvement.
Evidence:	
4. What is the succession plan for governing body members and key school leadership to sustain the school's mission?	<p>1) F - The governing body has not developed or is at the beginning stage of developing a succession plan for board members and key school leaders.</p> <p>2) A - The governing body has developed a succession plan for board members and key school leaders but lacks sustainability.</p> <p>3) M - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts.</p> <p>4) E - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts. The plan provides opportunities for professional growth for leaders to sustain the school's mission.</p>
Evidence:	
5. Describe how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.	<i>Non Scoring - Must be filled for a complete application</i>

Section C	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
5.				
			Points earned:	/30

D. Leadership – Total points possible: 30

Element:	Rating Description
<p>1. What process is in place or will be in place to develop the school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards that enable all students to meet challenging State student academic achievement?</p>	<p>1) F - The school has not developed or is at the beginning stage of developing a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measurable expectations for student learning.</p> <p>2) A - The school has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards. The system lacks cohesiveness or alignment with school's purpose.</p> <p>3) M - The school has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measurable expectations for student learning. The system demonstrates evidence of alignment between the curriculum and the school's purpose with systematic implementation across the school.</p> <p>4) E - The school has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with Arizona's Common Core Standards based on clearly defined and measurable expectations for student learning. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p>
Evidence:	
<p>2. What process is in place or will be in place to design and implement instructional practices?</p>	<p>1) F - The school has not yet developed or is at the beginning stage of developing a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices.</p> <p>2) A - The school has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven,</p>

	<p>research-based, and reflective of best practices. The system lacks alignment with the curriculum and school's purpose. 3) M - The school has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates evidence of alignment with the curriculum and the school's purpose with systematic implementation across the school. 4) E - The school has developed a system to design, implement, evaluate, and adjust instructional methodology which is proven, research-based, and reflective of best practices. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p>
Evidence:	
3. What process is in place or will be in place to recruit, select, and hire quality educators?	<p>1) F - The school leadership team has not developed or is at the beginning stage of developing a system to recruit and select educators. 2) A - The school leadership team has developed an inadequate system that lacks recruiting strategies and criteria to select qualified educators. 3) M - The school leadership team has developed a system with recruiting strategies and criteria to select qualified educators. 4) E - The school leadership team has developed a comprehensive system to recruit, select, and hire qualified educators to implement adopted curriculum and instructional practices effectively.</p>
Evidence:	
4. What process is in place or will be in place to monitor and measure educator effectiveness?	<p>1) F - The school leadership team has not developed or is at the beginning stage of designing a framework for monitoring and measuring educator effectiveness. 2) A - The school leadership team has</p>

	<p>developed a framework for monitoring and measuring educator effectiveness but lacks fairness, flexibility, and a research-based approach.</p> <p>3) M - The school leadership team has developed a framework for monitoring and measuring educator effectiveness which is fair, flexible, and a research-based approach to enhance and improve student learning.</p> <p>4) E - The school leadership team has developed a comprehensive framework for monitoring and measuring educator effectiveness. The framework is fair, flexible, and a research-based approach incorporating multiple measurements of achievement with clearly defined expectations.</p>
Evidence:	
<p>5. What process is in place or will be in place to provide feedback to educators and make available opportunity for professional development?</p>	<p>1) F - The school leadership team has not developed or is at the beginning stage of designing a system to support professional development.</p> <p>2) A - The school leadership team has developed an inadequate system that provides neither analysis nor feedback to further design professional development.</p> <p>3) M - The school leadership team has developed a system that provides analysis and feedback to further design professional development.</p> <p>4) E - The school leadership team has developed a comprehensive system that provides data analysis and feedback to create multiple opportunities for professional development.</p>
Evidence:	
<p>6. What process is in place or will be in place to engage leaders and educators in reflective self-assessment and school-wide assessment to identify areas for continuous improvement that aligns with the school's mission?</p>	<p>1) F - The school leadership team has not yet developed or is at the beginning stage of developing an ongoing process for continuous improvement.</p> <p>2) A - The school leadership team has developed an inadequate ongoing process for continuous improvement. New improvement</p>

	<p>efforts are not informed by the results of earlier efforts through reflection and assessment.</p> <p>3) M - The school leadership team has developed an ongoing process for continuous improvement. New improvement efforts are informed by the results of earlier efforts through reflection and assessment.</p> <p>4) E - The school leadership team has developed a collaborative and ongoing process for continuous improvement. New improvement efforts are informed by the results of earlier efforts through reflection and assessment that are sustained and aligned with the school's mission.</p>
Evidence:	

Section C	F - 1	A - 2	M - 3	E - 4
1.				
2.				
3.				
4.				
5.				
6.				
			Points earned:	/30

E. Academic Accountability – Total points possible: 20

Element	Rating Description
1. What process is in place or will be in place to develop a comprehensive academic assessment system?	<p>1) F - The school has not developed or is at the beginning stage of developing a comprehensive academic assessment system based on clearly defined performance measures.</p> <p>2) A - The school has developed an academic assessment system based on clearly and defined performance measures. The system is not comprehensive nor aligned with the curriculum and instructional practices.</p> <p>3) M - The school has developed a comprehensive academic assessment system based on clearly defined performance measures. The system demonstrates evidence of alignment with the curriculum and instructional practices.</p>

	<p>4) E - The school has developed a comprehensive academic assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to yield reliable, valid, and bias free information to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments.</p>
Evidence:	
<p>2. What process is in place or will be in place to monitor student achievement and determine the school's progress toward achieving the objectives of the charter school?</p>	<p>1) F - The school has not developed an assessment system to monitor student achievement.</p> <p>2) A - The school has developed an assessment system to monitor student achievement. Either the system does not yield timely, accurate, meaningful, and useful information or the school does not use the information to determine the school's progress toward achieving the objectives of the charter school.</p> <p>3) M - The school has developed a comprehensive assessment system to monitor student achievement and uses timely, accurate, meaningful, and useful information provided by the system to determine the school's progress toward achieving the objectives of the charter school and evaluate the effectiveness of the school academic operation.</p> <p>4) E - The school has developed a comprehensive assessment system to monitor student achievement and uses timely, accurate, meaningful, and useful information to determine the school's progress toward achieving the objectives of the charter school and evaluate the effectiveness of the school academic operation. The system is a formalized and systematic process to provide directions, assistance, and resources to align, support, and</p>

	enhance all parts of the system to improve student success.
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Section E.	F - 1	A - 2	M - 3	E - 4
1.				
2.				
			Points earned:	/20

F. Budget Alignment

Element	Rating Description
1. Describe how the grant funds will be used including a description of how such funds will be used in conjunction with other Federal programs and its alignment with the school's program and instructional methodology	<i>Non Scoring - Must be filled for a complete application</i>

G. ESEA 5203 Compliances

Element	Rating Description
ESEA 5203 (b) (D)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b) (E)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b) (F)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b) (G)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b) (H)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b) (I) (i)	<i>Non Scoring - Must be filled for a complete application</i>
ESEA 5203 (b)(3) (I)(ii) and ESEA 5210 (1)(H)	<i>Non Scoring - Must be filled for a complete application</i>